Table 1) Summary of acceptance and commitment-based treatment protocol emphasizing educational difficulties

First Session
Familiarity with group members, expression of group rules, relationship with group members (using two-mountain metaphor).

Second Session
Assessing students' current educational problems (ask students to explain their thoughts, emotions, memories, physical senses, and desires and temptations that hurt them to do academic work). Reviewing the strategies used by students to deal with their educational problems (ask students to explain what strategies they use to deal with the problems), assignment (students should encounter problems they face with in their educational affairs, their own strategies, and consider the effectiveness of the solution until next session).

Third Session
Encourage learners to understand the solution that students have made in their homework in terms of usefulness or inefficiency, creating creative helplessness (help students with the metaphor of human in a well to understand that their main problem is using the same strategies and control and avoidance behaviors). Assignment (Ask students to think and write about any cost and damages they use to avoid and control and educational issues).

Fourth Session
Classification of control and avoidance strategies, expressing the difference between the outside world and the inner world (mind), the use of metaphor of liar measurement or lemon to reveal the ineffectiveness of control, the introduction of desire as a substitute for control (using a disturbing neighbor metaphor), the expression of the difference between the safe suffering and the unpleasant suffering, the assignment (ask students to write the problems they face in their education and their thoughts and feelings and whether they could control them until next session).

Fifth Session
Effort to create cognitive fault using bus metaphor or lion, tap, milk metaphor, Attempting to establish a distance between themselves and mind and observing thoughts and feelings (students' assignments must be observed at least once every day using the metaphor of the soldiers to observe their thoughts and feelings).

Sixth Session
Introducing different types of self and referring to the background as the best of self, aiming to replace the observer self, using the metaphor of the chessboard, helping students to understand that "you are not your thoughts and feelings".

Seventh Session
Validation of values (use the metaphor of graduation or the metaphor of funerals to help students pinpoint their values). Ask students to state how much they have changed since the last month. The expression of the difference between value and purpose (values and goals of education). Education in direction of values. Assignment (Ask students to make practical goals on the path to their values until next session)

Eighth Session
Studying the goals of students and correcting them as needed. Reviewing the possible obstacles to achieving goals and moving in the path of values. Classifying barriers into two categories of internal and external barriers. Reviewing barriers management, ending the sessions

Table 2) Absolute and relative frequency (numbers in parentheses are percentage) of grade, parental education, and family monthly income in the two control and experimental groups (n=15 in each group)

Variables	Experimental Group	Control Group
Grade		
Less than 15	6(40.0)	4(26.7)
Between 15 and 18	6(40.0)	5(33.3)
Over 18	3(20.0)	6(40.0)
Mother's education		
Elementary and illiterate	4(26.7)	2(13.3)
Junior high School	0	1(6.7)
Senior high school	7(46.6)	4(26.7)
Associate	0	1(6.7)
Bachelor	4(26.7)	5(33.3)
Master and higher	0	2(13.3)
Father's education		
Primary school	1(6.7)	0
Junior high school	3(20.0)	2(13.3)
Senior high school and diploma	3(20.0)	7(46.7)
Associate	0	0
Bachelor	7(46.6)	5(33.3)
Master and higher	1(6.7)	1(6.7)
Family income		
Less than 1 million	2(13.3)	1(6.7)
Between 1 and 2 million	9(60.0)	10(66.6)
More than 2 million	4(26.7)	4(26.7)

Table 3) Comparison of the mean score of academic achievement scores in the two groups in the pretest, posttest, and follow-up stages

Variables	Pretest	Posttest	Follow-up	F Level	Squared Eta
Academic Self-efficacy					
Experimental group	24.73±1.91	31.67±2.77	32.67±3.22	17.014	0.370
Control Group	24.28±2.19	24.67±1.76	23.80±1.78		
(Lack of) emotional effects					
Experimental group	22.20±1.74	30.67±2.69	30.93±1.79	25.070	0.464
Control Group	22.47±1.64	23.00±1.7	22.93±2.05		
Educational Planning					
Experimental group	40.13±2.33	56.00±1.96	54.33±3.24	31.638	0.522
Control Group	37.87±2.99	39.07±1.94	39.27±2.71		
Income control					
Experimental group	10.93±2.22	14.73±1.17	15.00±1.13	12.875	0.307
Control Group	11.13±1.13	11.13±1.25	11.40±1.29		
Educational motivation					
Experimental group	38.53±3.64	49.60±3.04	51.60±2.29	25.252	0.465
Control Group	37.80±1.86	38.53±2.01	38.07±3.71		
Total score of academic performance					
Experimental group	136.53±5.45	182.67±7.56	184.53±7.61	32.608*	0.529
Control Group	133.53±5.06	136.40±4.81	135.47±7.24		

*p<0.001 for all variables